SUBJECT INDEX

Ability Institute Tests 197
Ability, self concept and effort 281
Academic learning, U.S. 117
Accessibility 549
Access to Knowledge 763
Achievement
  anxiety and motivation 230, 307
  comprehensive schools, F.R.G. 478
  effectiveness indicator 619, 632
  motivation 305
  NAEP 667–789
  orientation 246, 249
  self-regulatory consequences of confidence and doubt 325
Action schemata 53, 54
Addition word problems 52
Administrative behaviour 607
Administrative capacity, effectiveness 604
Administrative tasks, teachers 610
Administrators, training 653
Admission to higher education
  effectiveness indicator 630
  Japan 193
  U.S. 203
Admission-by-Recommendation 194, 200
Adult education, Japan 110
Adult pressure and school attainment 251
Adventure worlds 71
Age, teachers 594
AlgebraLand 77
Alexander-James Report 737, 746
Alterable variables, State-NAEP 763
AMALIA 844
American Association of Collegiate Registrars and Admissions Officers 204
American College Testing Program 204
  comparison with NAEP trends 720, 729
American Educational Research Association 680
Anchoring of proficiency scales 747
Anchor tests 410, 423
Ancient Art of War 74, 75
Anxiety and performance 230, 270, 272, 275, 307, 313
Anxiety, school climate 478
Anxiety and self-efficacy 294
Apprenticeship, F.R.G. 140
Aptitude–Treatment Interaction 807
Arithmetic word problems, computer models 52
Artificial Intelligence 19, 21, 81, 793, 840, 864
ASPA 828
Assessment systems, Australia 409–425
Assisted places scheme 467
Attained curriculum, SIMS 524
Attainment, effectiveness indicator 615
Attitudes 766
  effectiveness indicator 597, 623, 643
Attribution 629
Attrition, teachers 595
Australia
  A History of the Australian Education Council 1936–1986 443
  analysis of classroom dialogue 427–442
  Australian Education:Review of Recent Research 447
  choice of private school, religion and social class 351–373
  equating methods compared 409–425
  Exemplary Practice in Science and Mathematics Education 449
  higher education access and participation 375–393
  teacher self-evaluation 395–408
  trends in education 1970–1985 127
AUSTUDY 378, 381
Availability, teachers 598
Avoidance motivation 270, 317

Back to basics 492
Balanced Incomplete Block Spiraled design 674, 711, 718, 726
Balance of Power 74, 75
Basic curriculum 504
Basic education, employment 634
Basic skills 689
Beam Diagnostic Programme 237
Behaviour
  anxiety and motivation 315
  effectiveness indicator 623, 643
  problems, Japan 175
  problems, U.S. 166
  self-regulation 325
Belgium
  comprehensive secondary education and middle schools 507
  mathematics education 527
Bellack cycles 436
Benchmarks, effectiveness 654
Berufsschulen 140
Birth rate, U.S. 186
Black box expert model 794
Briars and Larkin model 57
Brittleness 22

CADUCEUS 84, 89, 99
CAMELIA 842, 844
Careers, private schooling in Australia 356, 362
Catholic schools, Australia 352, 360
Causal inference, NAEP 681
CCSSO 776
Centralism, England 464, 547
Centres of education, Belgium 511
Certificate of Secondary Education 555
Change, Combine and Compare problems 52
Character formation
  Japan 175, 176
  U.S. 118
Choice of school, Australia 351
Chunking 17
City Technology Colleges 468
Classroom behaviour 623
Classroom dialogue analysis 427–442
  measurement 428
  Thematic and Structure Analysis Technique 429
Classroom management, quest for knowledge 239
Classroom opportunities 770
Classroom utilization 600
Class size 598
Cognitive development, computer simulation 15
Cognitive engagement during instruction 287
Cognitive–motivational interactions 257
Cognitive psychology, computer simulations 9
Collége 567
College selection
  Japan 193
  U.S. 203
Common core curriculum 558
Common curriculum 463
Common test 410
Communicable knowledge 822
Community college 204
Community involvement 608
Compensatory education, Australia 131
Comprehensive schools 457
  England 1944–1987 461
  France 123
  F.R.G. 471
  learning outcomes 537
  mathematics 527
  Netherlands 499
  political backgrounds and innovation strategies 533
  problems 547
  Sweden 145, 148, 486
Computer-assisted learning 793, 839
Computer-based learning environments 71
Computer coach 800
Computer literacy 770
Computers in schools, Japan 175
Computer simulation
  expert systems 81
  impact on educational research and practice 5
  learning environments 71
  research tool in subject-matter domains 49
  rule-based and connectionist alternatives to problem solving 35
Concepts, teaching, ITS 824
Concrete Human-like Inferential Problem Solver 57
Confidence 326, 331
Connecticut Assessment of Educational Progress Program 761
Connectionism 6, 24
Connectionist models 43, 46
Construct validity, State-NAEP tests 753, 755
Consumer utility 587
Consumption behaviour 645
Content-process separation 754
Content validity 754
Context spaces 822, 832
Continuation schools, F.R.G. 140
Convenience code 20
Cooperative secondary schools, F.R.G. 473, 474
Coping
  social support 339
  strategies 232, 329
Core curriculum, F.R.G. 141
Cost-effectiveness 584
Cost-utility 584
Course-taking patterns 768
Creaming 557
Crime 643
Criterion equatings 413, 417
Criterion-referenced achievement 620
Critical argument 828
Critiquing systems 827
Cultural capital, private schools 357, 371
Culture variable, State-NAEP 763
Curriculum changes 536
Curriculum and didactics, Belgium 509, 513
Curriculum factor 551
Curriculum reforms
  France 125
  F.R.G. 141
  middle schools 459
  Netherlands 501
  Sweden 488
Curriculum, relationship to testing 621
Curriculum, secondary education
  Japan 158, 172
  U.S. 181
Curriculum, SIMS 524

Decentralisation, Sweden 492
Decision-making, effectiveness indicators 588, 651, 653
Decision process stages, higher education 382
Declarative knowledge 17
Declarative motivation 308
Democratization of education 557
Denmark 552, 556
Deriving Information 713
Development outcomes 584
Deviation model 795
Diagnosis
  CADUCEUS 84, 89, 99
  INTERNIST-I 83

Diagnosis adjustment principle 858
Diagnosis expert 801
Diagnostic potential 804
Dialogue analysis 427–442
Dialogues, tutorial 829
Didactic knowledge 802
Differentiation
  middle schools in Belgium 514
  Sweden 149
  U.S. 180
Direct equipercentile equity method 413, 420
Direct manipulation 74
Discipline 167
Discourse behaviour, medical teaching rounds 85
Discovery teaching 239, 796
Discrepancy Index 414
Disengagement 327
Domain expert 800
Domain expertise, OPTICLAB 814
Doubt and performance 326, 331
Dropping out 158
Dual system, F.R.G. 139, 140
Dynamic support 73, 75, 76

Earnings, effectiveness indicator 636, 637
Earnings function 641
Economic concepts of educational production 581
Economic concept of utility 587
Economic efficiency 578
Education Act 1944 462
Education, computer simulation 5, 26
Educational reform
  Australia 127
  France 123
  F.R.G. 137
  Japan 109, 171, 193, 215
  Sweden 145
  U.S. 115, 179, 203, 221
Educational materials, efficiency 602
Educational productivity 187
  economic concepts 581
  indicators of effectiveness 591
Educational technology 581
Educational Testing Service 197, 673, 729, 746
Effectiveness indicators
  economic concepts and educational production 581
  economic concept of utility 587
  input indicators 593
  nature of 577
  outcome indictors 629
  output indictors 615
  process indicators 607
  proposals 653
Efficiency 577
  benchmarks 654
  educational production 581, 649
Effort
  confidence and doubt 325
  impact of self-concept of ability and task motivation 281
  performance 273
  test anxiety 309, 313
Ego-orientated goals 231
Elementary Adventure 71
EMIS 656
Emotion, motivation and learning 229, 267, 367, 325
Emotional support 336
Empirical validation, simulation models 22
Employment
  effectiveness indicator 634
  further education 630
England
  comprehensive education 1944–1987 461
  education reforms and problems of schooling 547, 552, 554
  innovation history 535
  mathematics education 527
Enrollment
  attainment 615
  higher education, Japan 193
  higher education, U.S. 203, 223
  management, U.S. 207
Entrance examination, Japanese colleges 194, 197
Equality
  F.R.G. 477
  Japan 110, 111
  Netherlands 501, 502
  Sweden 149, 151
Equating methods, Australia 409–425
Equipercentile equating methods 413, 420
Equipment, efficiency 601
Equity effects of equality measures 624
Esteem support 336, 341
Ethnicity, teachers 596
Evaluating and Reacting 713
Examinations at 16 plus 465
Excellence movement 179, 186
Exercises 674
Expectancies, self-regulation 326
Expectancy-value theory of anxiety 313
Experience, teachers 594
Expertise 768
Expert systems 794
  medical teaching-rounds discourse 81
Explanatory dialogues, ITS 827, 841
Explanatory teaching 239
Extended Motivation Model 300
External anchors, test equating methods 409

Facilities, efficiency 599
Failure 314
Family background, choice of school in Australia 355, 366
Family influence, university choice behaviour 387
Federal Republic of Germany
  comprehensive schools and traditional schools 471

educational reforms 137
educational reforms and problems of schooling 548, 552
innovation history 535
middle school evaluation 566
motivation and learning 259
Fidelity 72
Flanders 510
Folkeskole 552
Förderstufe 553
Foreign language, time spent studying 769
Fortbildungsschulen 140
Foundation for Educational Research 564
Framing 488
France
educational reforms 123
innovation history 535
mathematics education 527
middle school evaluation 567
Free choice activity 487
Frequency estimation 413, 420
Further education, admission to 630
Future achievement 632

Gender
transition to higher education, Australia 379
university choice behaviour 388
General Certificate of Education 466
General Certificate of Secondary Education 466
General education, Japan 218
General Educational Development, comparison with NAEP trends 720
General Enquirer 429
General Motivational Orientation 269
GEO 852
Gesantschule 554
Glass box model 794
Goals
adaption 260
motives 235
orientaion 231
self-regulation 326
structuring 42
Grade-point average 275
Graduate schools, Japan 219
GRAF 822
Grammar schools 462, 555
Grant maintained schools 469, 547
Great Debate 463
Green Globs 78
Group analysis 822
Grundschule 553
Gymnasium 139, 471, 477

Hauptschule 139, 471, 555
Her Majesty's Inspectorate 464
Higher education, Australia 375–393
access 375
choice behaviour 382
participation 377
transition to 378
Higher education, Japan 215
student enrollment selection 193
Higher education, U.S. 221
selection and admission 203
Higher-level thinking 694
High School and Beyond, comparison with NAEP trends 720
High school education, universalization, Japan 157
High school, U.S., change in character 1953–1985 163
Home influences, reading achievement, NAEP 687
Homework 286, 288, 768, 771
Horizontal mobility in school system, F.R.G. 476
Human–machine interaction 863
expert systems 81
Hungary, motivation and learning in secondary schools 243
HyperCard 814
Hypertext 817

IDEBUGGY 857
IEA mathematics study, middle schools 524
Implemented curriculum, SIMS 524
Improved Efficiency of Learning Project, Liberia 622
Incentives, teachers 597
Incentive values 286, 300, 302
Income, choice of school in Australia 360
Independent schools, Britain 538
Indicators of educational effectiveness 575–666
Individual instruction 491, 806
Individuality
Japan 112, 159
U.S. 117
Infant teachers, self-evaluation 395
Inference nodes 44
Inferential Comprehension, trend comparisons 711
Innovation, middle schools, 459, 533, 539, 543
Innovatory Committee for the Middle School 564
Input indicators
administrative capacity 604
educational materials 602
equipment 601
facilities 599
teacher characteristics 593
Inputs, educational production 581
Inquiry teaching, OPTICLAB 816
Inspectors 607
Instructional materials 491, 602
Instructional simulation 72
Instructional variables, State-NAEP 763
Integrated comprehensive schools, F.R.G. 473, 475
Integrated middle school 457
Integrating and Applying Information 713

Integrierte Gesamtschule 471
Intellectual interest, choice of school 364, 371
Intelligent Tutoring Systems 28, 791–873
  Aptitude–Treatment Interaction 806
  AMALIA 844
  characteristics and functions 839
  KEPLA shell 842
  limits of 863
  OPTICLAB 811
  self-improving systems 851
  thermodynamics 799
  uncertain and incomplete knowledge 821
Intended curriculum, SIMS 524
Interacting with information, OPTICLAB 817
Interactive models of knowledge and cognition 752
Internal efficiency 584
INTERNIST-I 83
INTERPRET 822
Interpretation synthesis model, medical teaching-rounds discourse 81, 89, 91, 97
Involvement 277
Iowa Tests of Basic Skills, comparison with NAEP trends 720
Iowa Tests of Educational Development, comparison with NAEP trends 720
Isomorphs 38
Item response theory 411, 417, 419, 674, 746

Japan
  curriculum and contents in secondary education 171
  educational standards 572
  higher education and student enrollment selection 193
  mathematics education 527, 531
  purpose and structure of secondary education 157
  recent trends in educational reform 109
  undergraduate education 215
Japan Scholastic Aptitude Test 196
Job search, effectiveness indicator 635
Joint distributed environments for learning 76
Joint outputs 587
Joint Primary Achievement Examination 197

KEPLER 842
Kinetic structure theory, dialogue 428
Knowledge
  acquisition in intelligent learning environments 791–873
  cognition, interactive models 752
  implicit vs. explicit 802
  incomplete and uncertain, tutoring with 821
  Intelligent Tutoring Systems 799, 803, 821
  KEPLA shell 842
  meta- 841
  musical structures, modelling and communicating 822
  self-improving tutoring systems 851
  validity 859
Knowledge-based tutors 839

Labour market — education 128
Learner control 75
Learner self-evaluation 77
Learner's knowledge 795
Learning activities 301
Learning by experimentation 857
Learning, computer-based environments 71
Learning, computer simulation 5
Learning environments 796, 818
Learning and motivation 229
  anxiety 307
  bias in appraisals 267
  British and Hungarian secondary schools 243
  future research 299
  quest for knowledge 235
  self-concept of ability 281
  self-regulatory consequences of confidence and doubt 325
  U.S. and European students 257
Learning outcomes, comprehensive schools 537
Learning strategies 259
Least-cost analysis 585
Lesson success 397, 403
Levine(Un)Equally Reliable equating methods 413, 417, 423
Liberal arts 225
Liberia, IEL project 622
Life-time employment, Japan 111
Lightspeed Pascal 77
Literal Comprehension, trend comparisons 711
Local education agencies, U.S. 116
Local Education Authorities 462, 464
Luxembourg, mathematics education 527

Machine learning 851, 863
Maladjusted students 158
Manpower Services Commission 467
Margin 588
Mastery 620
Mathematics
  computer simulations 16
  connectionism 25
  curriculum quality 765
  interactive components in proficiency 753, 755
  middle schools in western Europe 523
  school-related effort 282
  self-concept of aptitude 285
  trends, NAEP 717
Matrix sampling 674
Meaning orientation 246, 249
Medical teaching-rounds discourse 81, 85
Memory, simulations 17
Mental models 804
Meta-knowledge 841
Microworlds, learning 71

Middle school education in western Europe 457
accessibility and the curriculum factor 547–559
Belgium 507–521
England 461–470
Federal Republic of Germany 471–480
mathematics 523–532
Netherlands 497–506
perspective from U.S. 571–574
political backgrounds and innovative strategies 533–546
political organizational influences on evaluations 561–570
Sweden 481–495
Missionaries–cannibals task 37
Models
computer simulation 7, 35
connectionist 43
interpretation synthesis, medical discourse 81
missionaries–cannibals task 37
problem solving 50
production system 38
simulation, restricted public access 23
Modem, NAEP 684
Modernity 624, 643
Moral development
choice of school 364
Japan 176
U.S. 118
Motivated learning 230
bias in appraisals 267
dynamics 271
emotion 232
Motivation
anxiety 307
British and Hungarian secondary schools 243
effort at school 281
future research 299
goal shaping 235
learning activities 301
U.S. and European students 257
Motivational–cognitive interactions 257
Motivational styles 244
Multiple coordinated views 76
Music, ITS 821
MUSPA 803

National Assessment Centre 746, 748
National Assessment of Educational Progress 667–789
biennial assessment 745
comparability between assessments 709
comparison with other sources 719, 729
continuity, quality control 725
mathematics trends 717
reading achievement, influences on 687
reading trends 690, 709, 725, 729
report on reading data anomoly 699
retrospect and prospect 679
State 735, 745, 751, 761, 775
technical review 673, 787
National Assessment Programme, Sweden 494
National Centre for Educational Statistics 787
National curriculum, England 468
National Longitudinal Study, comparison with NAEP trends 720
Need achievement 269
Netherlands
education reforms and problems of schooling 548, 554
innovation history 535
mathematics education 527, 529
middle school 497, 563
New-media and education in Japan 175
Norm-referencing 620

Occupation, choice of school in Australia 359
Occupational education, Japan 161
Opportunity to learn, assessment 767
Opportunity to Learn questionnaire 524, 529
OPTICLAB 811
Optimal teaching, ITS 799
Optimism 274, 328
Opting-out plans 547
Outcome indicators 629
achievement in subsequent education and training 632
admission to further education and training 630
attitudes and behaviours 643
earnings 637
employment 634
externalities 646
Outcomes, educational production 583
Output indicators
achievement effects 619
attainment effects 615
attitudinal/behavioural effects 623
equity effects of equality measures 624
Outputs, educational production 583
Overlay model 795, 801

Paced conditions 674, 711
Parental support 342, 608
Parents, teacher success 407
Part-time study, higher education in Australia 381
Performance, American schools 185
Performance anchoring of proficiency scales 747
Performance models 16, 35
Personal resources 230
Personality, learning 245, 319
Pessimism 328
Phase boundary 825
Physics, ITS 799
Piagetian tasks, simulation studies 15
Placement tests 211
Political conservatism, private schools in Australia 356, 361, 363
Political influences
middle school evaluations 561
middle school implementation 533

Preschool education, F.R.G. 139
Press for Achievement 763, 772
Prestige, university choice behaviour 387
Primary-secondary transfer, England 461
Primary teachers, self-evaluation 395
Prior knowledge, effort 287
Private schools, Australia 130, 132
  religion and social class in choice of 351–373
Problem schemata 53, 57
Problem solving, computer simulation 14, 16, 35, 37
  arithmetic word problems 52
  subject-matter domains 49
Problem solving, expert systems 81
Procedural motivation 309
Processes, educational production 581
Process indicators
  administrative behaviour 607
  student time allocations 611
  teacher time allocations 610
Process instruction, reading 694
Production
  economic concepts 581
  indicators of effectiveness 591
Production system models 38, 46
Productivity 187
Professional Conditions for Teaching 763, 772
Professional socialisation, Australia 354
Proficiency scales 674
Progression rates 631
Progressive education 180
PROTO-TEG 853
Provisional Council on Educational Reform, Japan 109, 112, 158
Psychological development 573
Puzzle tasks 17

Qualifications, teachers 594
Quality of education 549
Quest for knowledge, model 235
Questionnaires, State-NAEP 761

Racial desegregation 163
Reading achievement
  home and school influences 687
  trends, NAEP 690, 709
Reading anomoly 675, 687, 699, 726, 729, 787
  evaluation 709
  hypotheses 701
Reading, dimensionality of cognitive models 755
Reading simulations 18
Realschule 139, 471, 553
Received vs. perceived support 338
Recommendation scheme, Japan 194, 200
Reference Skills, trend comparisons 711
Reformierte Oberstufe 140
Religion, choice of private school in Australia 351, 356, 360, 364, 369
Remedial teaching, Sweden 487
Renewed Secondary Education 507
Reporting, State-NAEP 775
Reproducing orientation 246, 249
Resources variable, NAEP 763
Retention rates, Australia 377, 380
Rewards, motivation 244
Riley, Greeno and Heller model 52
Ronin 199
Rule-based models 38, 48

Scholastic Aptitude Test 195, 196, 204, 211, 224
  comparison with NAEP trends 720, 729, 731
School-based assessment 410
School climate, comprehensive schools in F.R.G. 478
School influences, reading achievement NAEP 687
School inspectors 607
School/instructional variables, State-NAEP 761
School Motivation Inventory 247
School retention rates, Australia 377
School and School Work Inventory 248
School without walls 182
Science, experience with equipment 770
Scientific theories 7
Scratchpad 804
Secondary education, Belgium 507
Secondary education, England 1944–1987 461
Secondary education, Japan 157
  curriculum and contents 171
  individuality 159
  moral education 176
  new-media 174
  occupational education 161
  reforms 158
  selection of subjects 176
  student behaviour 175
  teachers 177
  textbooks and teaching aids 172
  universalisation 157
Secondary education, Netherlands 497
Secondary education, problems, accessibility and the curriculum factor 547
Secondary education, U.S.
  change in character 1953–1985 163
  reform, historical perspective 179
  standards and assessment 185
Secondary modern schools 555
Second International Mathematics Study, middle schools 524
Selection for higher education
  Japan 193
  U.S. 203
Self-concept of ability, impact on effort at school 281
Self-esteem 335
Self-evaluation, teachers 395–408
Self-improving tutoring systems 851
Self-paced administration 674

Self-regulatory consequences of confidence and doubt 325
Sex differences, school motivation and attainment 251
Simulation programme 8
Simulations, learning environments 71
SiSAT 270
SMITHTOWN 794
Social change and education 482
Social companionship 337
Social desirability, State-NAEP 773
Social-learning schools 501
Social learning theory, motivation 244
Social segregation 149
Social selection, F.R.G. 472, 477
Social status
  choice of private school in Australia 354, 359, 366
  higher education in Australia 381
Social support 232, 333
Sociology of teaching 492
Solution strategies 60
SOPHIE 794
Special education, U.S. 167
Specialization, teachers 595
Special training schools, Japan 162
Special use facilities 599
Speech acts 829
Standardisation of education 117
Standard operating procedure 86
Standards, U.S. 116, 185
State aid for non-governmental schools, Australia 132
State data pages 779
State-NAEP program
  design 745
  district constructs 756
  management 735
  measurement objectives 751
  reporting 775
  school/instructional variables 761
  validity of tests 753
Stella 75, 76
Stockholm study 485
Strategic knowledge 53, 54
Stress
  coping 232
  optimism/pessimism 329
  social support 334
Stressor–support–specificity model 340
STRIPS 830
Student-centered curriculum 165
Student–teacher ratios 598
Student time allocations 611
Subject-matter domains, computer simulation 49
Subtraction word problems 52
Success
  lesson 397, 403
  teacher 399, 403
Sweden
  innovation history 535
  mathematics education 527
  middle school 481, 567
  school reforms 145
Switzerland, motivation and learning 259

Tailored Testing, NAEP 683
Tape-paced administration 674
Task encoding 17
Task motivation, effort at school 281, 284
Task-orientation 231
Task performance, modeling 35, 271
Task-Specific Motivational Orientation 269
Teacher-centered classroom organization 582
Teachers
  attrition 595
  ethnicity 596
  Japan 177
  quality indicators 593
  quality, U.S. 120
  self-evaluation 395–408
  specialisation 574, 595
  time allocations 610
Teaching aids, Japan 172
Teaching methods, quest for knowledge 239
Teaching rounds discourse 85, 86
Technical education
  Australia 132
  Belgium 517
Technical Review Panel, NAEP 787
Technical streaming 125
Technical and Vocational Education Initiative 467
Test anxiety 230, 327
  effort motivation 309, 313
Test equating methods 409–425
Testing, achievement effectiveness 619
Textbooks
  availability 602
  Japan 172
Thematic and Structural Analysis Technique 429
Theories and theorizing 6
Thermodynamics, ITS 799
Time allocation
  student 611
  teacher 610
Time in school, achievement 702
Time-spent
  effort 286, 288
  foreign language 769
Tonal music, ITS 821
Traditional/comprehensive schools, F.R.G. 471
Transfer 47
Triage effect 626
Tucker equating method 413, 423
Tutorial dialogue 795
Tutorial dialogue planning 829
Tutoring
  France 125
  with incomplete and uncertain knowledge 821
Tutoring systems
  limits of 863
  self-improving 851

Underachieving Curriculum 765, 768
Undergraduate education
  Japan 215
  U.S. 221
Unemployment 643
Uniformity
  Japan 111
  U.S. 117, 119
United Kingdom, motivation and learning in secondary schools 243
United States
  cognitive and motivational orientations 257
  education reforms 115
  high school character 1953–1985 163
  mathematics education 527
  NAEP 667–789
  secondary education 571
  secondary education reform, historical perspective 179
  secondary education reform, standards and assessment 185
  selection and admission in colleges and universities 203
  undergraduate education 221
University
  choice decision process stages 383
  enrollment intentions and expectations 389
  selection, Japan 193
  selection, U.S. 203
  transition to in Australia 378
Updateability, assessment procedures 746
Utility, economic concept 587
Utilization indicators 599

Vagueness 428
Validity of aquired knowledge 859
Value orientations 236
Verbal ability, teachers 597
Vocational education
  F.R.G. 140
  Netherlands 497
Vocational focus in secondary schooling 467
Vocationalisation 630
Volksoberschule 553

Wall Chart 776, 783
Wallonia 510
Willingness to use personal resources 230

Yemen Arab Republic 616